

MCLEES ELEMENTARY

4900 Dobbins Bridge Rd.
Anderson, South Carolina 29626

GRADES PK-5 Elementary School

ENROLLMENT 592 Students

PRINCIPAL Janet Mills 864-716-3600

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	41	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Below Average	Yes

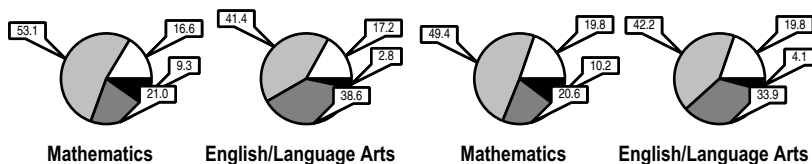
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	310	100.0	17.2	41.4	38.6	2.8	49.3	Yes	Yes
Gender									
Male	152	100.0	20.4	44.4	32.4	2.8	43.7		
Female	158	100.0	14.2	38.5	44.6	2.7	54.7		
Racial/Ethnic Group									
White	203	100.0	13.0	39.1	44.8	3.1	54.7	Yes	Yes
African-American	100	100.0	25.8	45.2	26.9	2.2	38.7	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	227	100.0	13.2	41.8	41.4	3.6	58.6		
Disabled	83	100.0	30.0	40.0	30.0	0.0	20.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	310	100.0	17.2	41.4	38.6	2.8	49.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	17.4	41.0	38.9	2.8	49.7		
Socio-Economic Status									
Subsidized meals	182	100.0	24.7	45.8	28.3	1.2	34.9	Yes	Yes
Full-pay meals	128	100.0	7.3	35.5	52.4	4.8	68.5		

Mathematics - State Performance Objective = 15.5%									
All Students	310	100.0	16.6	53.1	21.0	9.3	48.3	Yes	Yes
Gender									
Male	152	100.0	16.9	57.7	17.6	7.7	43.0		
Female	158	100.0	16.2	48.6	24.3	10.8	53.4		
Racial/Ethnic Group									
White	203	100.0	12.0	53.1	25.0	9.9	53.1	Yes	Yes
African-American	100	100.0	25.8	53.8	12.9	7.5	37.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	227	100.0	11.4	51.4	25.0	12.3	56.8		
Disabled	83	100.0	32.9	58.6	8.6	0.0	21.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	310	100.0	16.6	53.1	21.0	9.3	48.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	16.7	52.8	21.2	9.4	48.3		
Socio-Economic Status									
Subsidized meals	182	100.0	25.3	53.0	15.7	6.0	34.3	Yes	Yes
Full-pay meals	128	100.0	4.8	53.2	28.2	13.7	66.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	94	100.0	16.7	32.2	43.3	7.8	51.1
	Grade 4	93	100.0	14.6	51.7	32.6	1.1	33.7
	Grade 5	123	100.0	18.6	55.9	24.6	0.8	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	94	100.0	17.8	47.8	26.7	7.8	34.4
	Grade 4	93	100.0	14.6	57.3	12.4	15.7	28.1
	Grade 5	123	100.0	16.9	56.8	20.3	5.9	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 592)				
First graders who attended full-day kindergarten	0.0%	N/C	100.0%	100.0%
Retention rate	3.5%	N/A	2.9%	2.7%
Attendance rate	96.4%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	22.6%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	20.3%		3.7%	3.5%
Eligible for gifted and talented	10.9%	N/A	14.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.6%	N/A	9.4%	8.2%
Older than usual for grade	1.2%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	47.4%	N/A	48.9%	51.4%
Continuing contract teachers	89.5%	N/A	89.5%	87.5%
Highly qualified teachers**	94.3%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	2.9%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.5%	86.7%
Teacher attendance rate	93.8%	N/R	94.8%	94.9%
Average teacher salary	\$39,495	I/S	\$40,577	\$40,760
Prof. development days/teacher	13.0 days	N/R	12.5 days	12.4 days

School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	N/R	19.0 to 1	18.9 to 1
Prime instructional time	89.7%	N/R	89.8%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	65.5%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	99.0%	N/R	99.0%	99.0%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McLees Elementary School began "Building the Future, One Child at a Time" on August 7, 2003. On that date we opened our doors to approximately 585 children of the McLees community. The faculty, staff, and administration of McLees Elementary School provided a quality educational experience in a safe, clean, nurturing environment. We eagerly accepted the challenge of assisting each child in becoming an intellectually capable, physically able, emotionally stable, and socially acceptable individual.

We are dedicated to the task of identifying the areas of instructional need for each child. Plans to meet these instructional needs consist of: developing specialized programs; improving curriculum and teaching methods; aligning of quality curriculum, effective instruction, and authentic assessment; integrating instructional programs and support services; offering job specific staff development and quality teacher evaluation; and appropriately allocating resources.

Some of the specialized instructional programs being offered at McLees Elementary are Reading Recovery, computer-assisted instruction, after-school academic assistance, Accelerated Reader, balanced literacy, and the Legacy Mentoring Program. Support services include mental health counseling, a comprehensive guidance program, full time nurse, Science and Writing Clubs, and Girl Scouts. The staff development program provides teacher training in balanced literacy, Rigor and Relevance, Compass instructional software, and Science and Math kits. This training equips teachers to accurately identify students' instructional needs, appropriately prescribe meaningful instructional activities, accurately assess student progress, and provide meaningful feedback to the children and their parents. Academic Assistance Plans are developed for students who experience difficulty in mastering grade level standards. Teachers collaborate with parents and students to determine measures that help students be successful.

McLees Elementary School, a 2003-04 School of Promise award winner, provided its students with a quality educational opportunity in a safe, secure, and family-friendly environment. We are proud to be one of seventy-eight schools recognized statewide by the South Carolina Department of Education as a Red Carpet, Family-friendly School for the 2003-04 academic year.

We are excited about the future of our children at McLees Elementary. The faculty and staff personally invite all stakeholders to join us in improving the quality of our overall educational program. Your presence, active participation, and input are welcomed and appreciated.

Principal - Dr. Roger Terry

SIC Chair - Mrs. Trina Sexton

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	118	83
Percent satisfied with learning environment	92.5%	92.4%	78.5%
Percent satisfied with social and physical environment	100.0%	90.7%	81.9%
Percent satisfied with home-school relations	95.0%	87.2%	59.5%

*Only students at the highest elementary school grade level at this school and their parents were included.